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ABSTRACT

This course syllabus is for an online course, ENGL 340, "Literature for Children," offered through Saint Joseph College in West Hartford, Connecticut. The syllabus provides detailed information about the course and states that additional information can be obtained on the instructor's Web page. The course syllabus provides the following information: schedule, telephone, e-mail address, office hours, text to be used, academic integrity explanation, course description, course outcomes, "readings" chart, course requirements, and overview of the projects and assignments required. (NKA)

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Welcome!

ENGL 340 Literature for Children
Course Syllabus

Fall, 2000
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Schedule: Although this is an online course and as such it is self-paced, you will find regularly scheduled assignments. Please be sure to attend to the schedule since this will make your learning go much more smoothly.

Phone: 860-231-5356

E-mail rchatel@sjc.edu

Office Hours: I will answer all e-mail within 48 hours. However, my email hours for immediate assistance and support are Mon. 6:00pm - 7:00pm. You are invited to stop by my office during office hours or we can schedule an appointment.

Other Information: You can obtain other information about this course and me from my web page.

Text: Norton, D. (1999) Through the Eyes of a Child: An Introduction to Children's Literature. New York: Merrill. You may purchase the textbook from the Saint Joseph College Bookstore. Tim, the manager, will send you the book if you request it.

Academic Integrity: "Academic integrity is the responsibility a student assumes for honestly representing all academic work. That responsibility implies that the student will in no way either misrepresent her work or unfairly advance her academic status and will neither encourage nor assist another student in doing so. Academic work includes quizzes, tests, mid-term examinations, final examinations, research projects, take home assignments, laboratory work, and all other forms of oral or written academic endeavor." SJC catalog

Course Description: A critical approach of literature for children and ways to use it with children. Current and historical examples of books will be read and discussed to help promote the reader's understanding of children and their literature. This course can be used as an elective for reading certification, applicable to librarians, teachers, parents or anyone working with children.

Course Outcomes: As a result of participation in this course, students will:

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- understand the major principles and concepts of literature for children through course assignments, participation, group activities, and tests.
- understand the power of literature in developing children's self - worth, and exploring issues of race, culture, historical perspective, sexual identity, and religious diversity.
- understand the process of evaluating and selecting literature for children.
- understand the history of children's literature and the historically changing role of the child.
- understand the purpose and value of the material taught and be able to formulate meaningful questions about children's literature through individual and group activities.
- be able (a) to pose probing questions that stimulate students to recall, analyze, synthesize and evaluate text, (b) to create opportunities that foster thinking skills and problem solving skills, (c) to promote children's ability to communicate effectively with others about ideas and concerns.

Readings: Norton, D. (1995) **Through the Eyes of a Child: An Introduction to Children's Literature.** New York: Merrill.

Overview of Course Learning Units

Learning Unit Number	Topic	Date: Week of
# 1	Introduction	8/30 - 9/8/00
# 1.01	The Child Responds to Literature, Ch.1	9/11 - 9/15//00
# 2	The History of Children's Literature, Ch. 2	9/18 - 9/22/00
# 3	Picture Books, Illustrators and Tech., Ch. 4 & 5	9/25 - 9/30/00
# 4	Evaluating and Selecting Children's Lit., Ch. 3	10/2 - 10/6/00
# 5	Traditional Lit. & Multicultural Lit. Ch. 6 & 11	10/9 - 10/13/00
# 6	Historical Fiction, Ch. 10	10/16 - 10/20/00
# 7	Non Fiction: Info. Books, Biographies, Ch. 12	10/23 - 10/27/00
# 8	Contemp. Realistic Fiction and Child Dev., Ch. 9	10/30 - 11/3/00
# 9	Poetry, Ch. 8	11/6 -

		11/21/00
# 10	Fantasy, Ch. 7	11/27 - 12/6/00

Course Requirements: (This is an explanation of the projects and assignments which are listed below in a table.)

A. Assigned Reading from texts and Internet Resources

B. Participate in Conference/ Threaded Discussion in response to above readings and your peers. The Conference/Threaded Discussion is your link to other students and as such it is imperative that you share your ideas by posting your comments in a timely fashion and by responding to others. Can you recall the last time you spoke to someone who did not answer your? How did you feel? That's how your classmates will feel if you don't respond to their postings! Please see further explanation of this activity in this syllabus.

C. Read a minimum of 25-30 children's books & submit Evaluations

- Minimum 3 for each chapter: Chapters 7, 9, 10, 12
- Minimum 6 for each chapter/cluster: Chapters (4 & 5), (6 & 11), 8

Although this may seem like an awful lot of reading, please remember that these are children's books which should not be too demanding of your time. In addition, evaluation criteria for each type of books is provided in the Norton textbook. The evaluation for each book should be 150-200 words long.

D. Individual assignments - These are explained in each learning unit.

E. Group Projects - These are explained in the two respective learning units.

F. Conference/Threaded Discussion – A Brief Explanation

The Conference/threaded discussion function of this course allows us to become a community of learners. Therefore, it's a critical part of this course. You will be writing your thoughts about the textbook, web pages you visit, and some of the children's books you read. And, you must respond to other student postings. This is your way of demonstrating that you are participating in the course.

My students at Saint Joseph College have used it with very positive effects. Some have compared it to passing notes in class.

> "What are kids so tempted to do in class that they probably get in trouble for?...Talking or passing notes! What a great way to engage students in a writing activity. Social motivation is so strong. I think that I would have

loved threaded discussion as a literacy activity. It can also enrich other disciplines as well."

Other students see it as

> " ...a chance to practice writing and conversation with others, much as a journal and responses to journal entries do. Threaded discussion enhances our learning, since it has us manipulating new concepts we have learned before they are fully set or "hardened" into concrete theory. It allows us to compare our different understandings and to teach each other. "

Still others see it as

> ".. having hundreds of thousands of team-mates willing to help you identify, borrow, and develop strategies..."

The Conference/threaded discussion will have a wonderful affect on your literacy development by giving you a tool to use for reading and writing that will maintain your interest in the course and motivate you to excel since you will see what other students are thinking about the content. It's important that you write thoughtful comments and not just take a passive approach. Lurking is fine but ultimately you must participate in the conversations. I am confident that you will enjoy this portion of the course.

Evaluation of the Conference/Threaded Discussion based on the quality and quantity of your participation. Elements which will be considered include: evidence of effort, depth of understanding, connections to other sources of information, personal connections, responsiveness to peer queries or on-going dialogue.

The conference/threaded discussion is an on-going function and students can enter any given conference at any time in the course, even after the learning unit is over. All students must participate on a consistent basis!

Course Evaluation: This is an overview of the projects and assignments. You must go to the online course to find out more information about each project and assignment.

	Course Evaluation	
Project	Due Date	Points
Conference/Threaded Discussion	• End of September • Mid October • Mid November	300 (100 points each)

Read and Evaluate Children's Books/Reflection Journal • Picture Books (6)	10/1/00	Three of these six sets assignments will be GRADED (100 points each). You will tell me which ones to evaluate.
Read and Evaluate Children's Books/Reflection Journal • Traditional Books (3) & Multicultural Books (3)	10/15/00	
Read and Evaluate Children's Books/Reflection Journal • Non-Fiction Books (3)	10/29/00	
Read and Evaluate Children's Books/Reflection Journal • Contemporary Fiction Books (3)	11/5/00	
Read and Evaluate Children's Books/Reflection Journal • Poetry Books (6)	11/12/00	
Read and Evaluate Children's Books/Reflection Journal • Fantasy Books (3)	12/3/00	
Individual Assignment: Comparison Paper	9/17/00	100
Milestone Children's Book Review	9/24/00	100
Review Book & Publish	10/8/00	100
Group Projects: Historical	10/20/00	100

Fiction		
Group Projects: Poetry	11/21/00	100
	Total Points Possible	1100

Grades and Grading: As per SJC Catalog

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